

SCHOOL COUNSELOR FRAMEWORK

Domain 1: PLANNING AND PREPARATION	Domain 1: PLANNING AND PREPARATION
<p>1a: Demonstrating Knowledge of counseling theory and techniques</p> <ul style="list-style-type: none"> • Knowledge of counseling techniques • Knowledge of application of supports <p>1b: Demonstrating Knowledge of child and adolescent development</p> <ul style="list-style-type: none"> • Knowledge of development characteristics • Knowledge of exceptions to general patterns of development • Knowledge of working with students from a variety of sources <p>1c: Establishing goals for the counseling program appropriate to the setting and the students served</p> <ul style="list-style-type: none"> • Appropriate goals • Goals target the needs of the population • Goals are consistent and collaborative <p>1d: Planning the counseling program with appropriate resources</p> <ul style="list-style-type: none"> • Extensive knowledge of resources • Deep understanding of student needs and best resources for them • Designs services in collaboration with all constituents <p>1e Developing measures to evaluate the counseling program</p> <ul style="list-style-type: none"> • Highly sophisticated plan with variety of sources of evidence and clear path to goals • Active involvement of constituents • Careful data collection on goals 	<p>2a: Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> • Environment is inviting and reflecting sensitivity to characteristics of the population • Interactions are warm and caring • Relationships with all students reflect high degree of comfort and trust • Students feel valued and will take emotional risks <p>2b: Establishing a culture for productive communication</p> <ul style="list-style-type: none"> • Communication in counselor setting is productive and respectful • Student responses are in depth and committed to the counseling process <p>2c: Managing routines and procedures in the counseling setting</p> <ul style="list-style-type: none"> • Routines are seamless and students work to maintain them • The emergency response plan results from collaboration with all constituents <p>2d: Establishing expectations/norms for student behavior in the counseling setting</p> <ul style="list-style-type: none"> • Clear conduct standards for counseling sessions and students work to maintain them • Significant contribution to the environment of civility • Collaboration with all constituents and responsive to intervention needs as they arise
Domain 4: PROFESSIONAL RESPONSIBILITIES	Domain 3: DELIVERY OF SERVICE
<p>4a: Reflecting on counseling practice</p> <ul style="list-style-type: none"> • Highly accurate and perceptive description of practice • Accurate process of evaluation • Makes detailed suggestions about program improvement based on multiple data sources <p>4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Highly systematic and efficient record keeping • Records provide model for others <p>4c: Communicating with Families</p> <ul style="list-style-type: none"> • Consistently provides thorough and accurate information to families about the program, student services and individual students • Includes colleagues when necessary <p>4d: Participating in a Professional Community</p> <ul style="list-style-type: none"> • Assumes leadership role • Makes a substantial contribution to school and district meetings/events • Creates positive, productive collegial relationships • Supports district mission <p>4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Leads in seeking professional development opportunities • Contributes to the profession • Presents information to colleagues <p>4f: Showing Professionalism,</p> <ul style="list-style-type: none"> • High standards of honesty, integrity and confidentiality • Adheres to district, state, and federal regulations • Advocates for all students • Models professionalism 	<p>3a: Communicating with students to determine their needs</p> <ul style="list-style-type: none"> • Conducts detailed, individualized behavior and/or academic assessments • Opportunities for student involvement • Communicates with colleagues parents and community agencies when assessing student needs <p>3b: Assisting students in the formulation of academic, personal/social, and career plans based on knowledge of student needs</p> <ul style="list-style-type: none"> • Helps students individually create academic, personal/social and career plans based on data of needs • Students actively participate in the creation of academic, personal/social and career plans <p>3c: Delivering counseling services and resources to support students</p> <ul style="list-style-type: none"> • Collaborates with other colleagues, programs and agencies to meet individual student needs • Uses available resources to provide services • Makes appropriate referrals consistently and collaboratively based on individual student needs <p>3d: Using assessment to guide counseling service</p> <ul style="list-style-type: none"> • Consistently evaluates student progress with multiple measures • Counselor consults with team members during evaluation • Students demonstrate some self-assessment and self-advocacy <p>3e: Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> • Proposes changes based on student need • Quickly incorporates new developments • Continual awareness of student needs and adjusts daily routines

